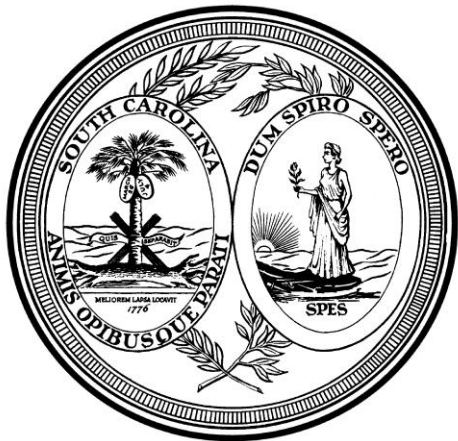


# 2016 SUMMER VIRTUAL PLO

## INTERDISCIPLINARY LITERACY

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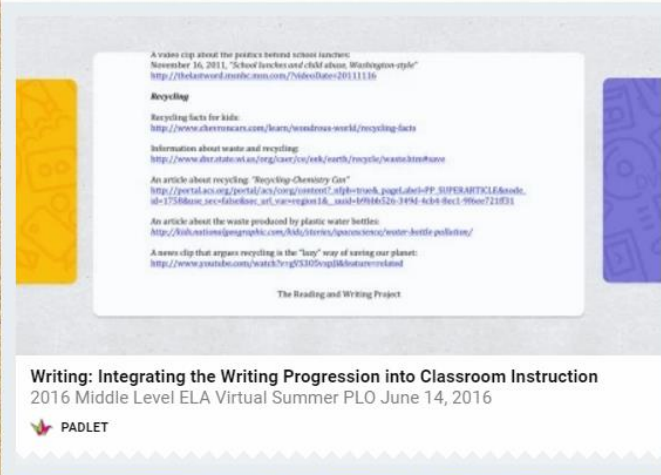
# 2016 Summer Virtual PLO Padlet

<http://goo.gl/S2n1xC>

## 2016 Summer Virtual PLO

### Writing: Integrating the Writing Progression into Classroom Instruction

June 14, 2016 10:00- 11:00



A video clip about the practice before school lunch:  
November 16, 2011, "School lunches and child abuse, Washington style"  
<http://thekeystonejournal.com/news/2011/11/16/>

**Recycling**

Recycling facts for kids:  
<http://www.ck12.org/learn/science-world/recycling-facts>

Information about waste and recycling:  
<http://www.dnr.state.nj.us/eng/soer/soer/soer/recycle/waste.htm#waste>

An article about recycling "Recycling- Chemistry Guy"  
[http://portal.acs.org/portal/acs/portal/content?alpha=book\\_pageLabel=PP\\_SUPERARTICLE&node\\_id=175888&acc=fulltext&\\_af=acregion1&\\_aad=b7b6b52b-349d-4c61-bec1-99be721f31](http://portal.acs.org/portal/acs/portal/content?alpha=book_pageLabel=PP_SUPERARTICLE&node_id=175888&acc=fulltext&_af=acregion1&_aad=b7b6b52b-349d-4c61-bec1-99be721f31)

An article about the waste produced by plastic water bottles:  
<http://kids.natgeomagazine.com/kids/stories/spacescience/water-bottle-pollution/>

A news clip that argues recycling is the "lazy" way of saving our planet:  
<http://www.youtube.com/watch?v=93305vgpik8&feature=related>

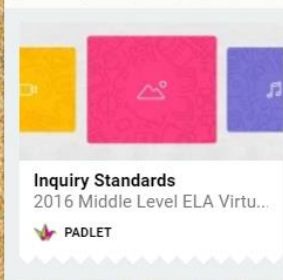
The Reading and Writing Project

**Writing: Integrating the Writing Progression into Classroom Instruction**  
2016 Middle Level ELA Virtual Summer PLO June 14, 2016

PADLET

### Inquiry Standards

June 15, 2016 10:00-11:00

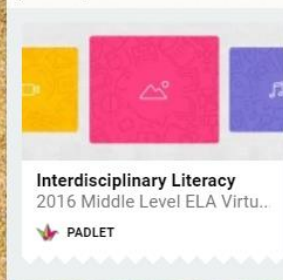


**Inquiry Standards**  
2016 Middle Level ELA Virtu...

PADLET

### Interdisciplinary Literacy

June 14, 2016 2:00-3:00



**Interdisciplinary Literacy**  
2016 Middle Level ELA Virtu...

PADLET

### Reading: Literary Text Standards

June 15, 2016 2:00- 3:00

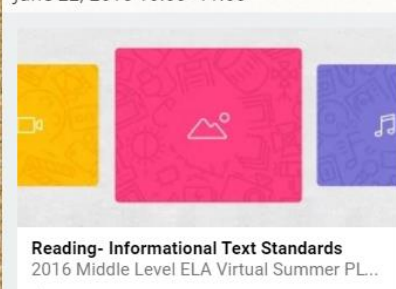


**Reading- Literary Text Standards**  
2016 Middle Level ELA Virtual Sum...

PADLET

### Reading: Informational Text Standards

June 22, 2016 10:00- 11:00

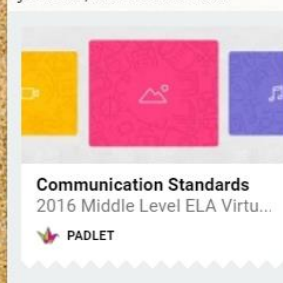


**Reading- Informational Text Standards**  
2016 Middle Level ELA Virtual Summer PL...

PADLET

### Communication Standards

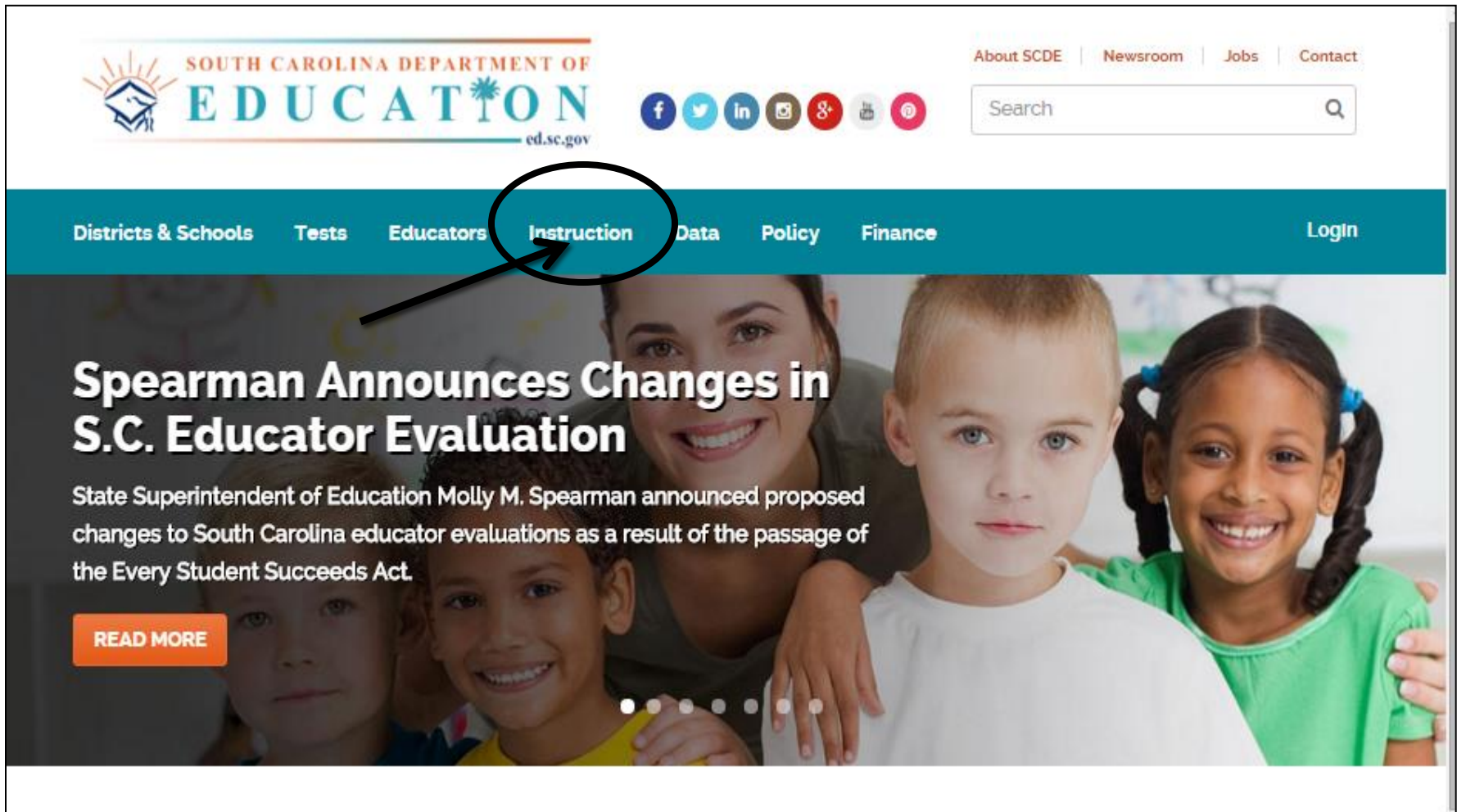
June 22, 2016 2:00- 3:00



**Communication Standards**  
2016 Middle Level ELA Virtu...

PADLET

# SCDE Website





# SCDE Website



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## Instruction

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## Instruction

- > [Adult Education](#)
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# SCDE Website

Home / Instruction



## English Language Arts

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Mathematics

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Science

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Social Studies

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Health Education

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

## Physical Education

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

# Session Learning Targets

- I can define literacy.
- I can identify the four areas of literacy development.
- I can identify the demand of literacy for adolescent learners.
- I can apply literacy strategies into my curriculum/lessons.

# Literacy

According to Merriam-Webster, “literacy is the ability to read and write”.



# Literacy Development

- Vocabulary
- Fluency
- Comprehension
  - Narrative Texts
  - Expository Texts
- Writing

“Adolescents entering the adult world in the 21<sup>st</sup> century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.”

- Richard Vaca, author of *Content Area Reading: Literacy and Learning Across the Curriculum*.

# New Literacies

In order for students to be able to comprehend new literacies, those which have been developed through technology, students will need more than just the foundational skills of writing and reading.

They will need to know how to integrate problem solving as well as critical thinking skills.

# Expectations of Adolescents

- Read a variety of texts (print and digital).
- Author a variety of texts (print and digital).
- Discuss a variety of texts with others (teachers, peers, community members, larger global populations).
- Interact with text in discipline-specific settings (including math, science, visual and performing arts, career and technical education, etc.)

# One Way to Look At It

Content is *what* is taught while literacy instruction becomes the *how* it's taught.



# Academic Vocabulary and Content Vocabulary



# Academic Vocabulary

There are various definitions associated with academic vocabulary.

“Academic vocabulary is defined as words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or frequently encountered in informal conversation.”

# Examples of Academic Vocabulary

Jim Burke provides a list of over 358 words that can be considered academic vocabulary.

Some examples:

- abbreviate
- abstract
- analysis
- abstract
- method
- measure

# A Framework for Teaching Vocabulary

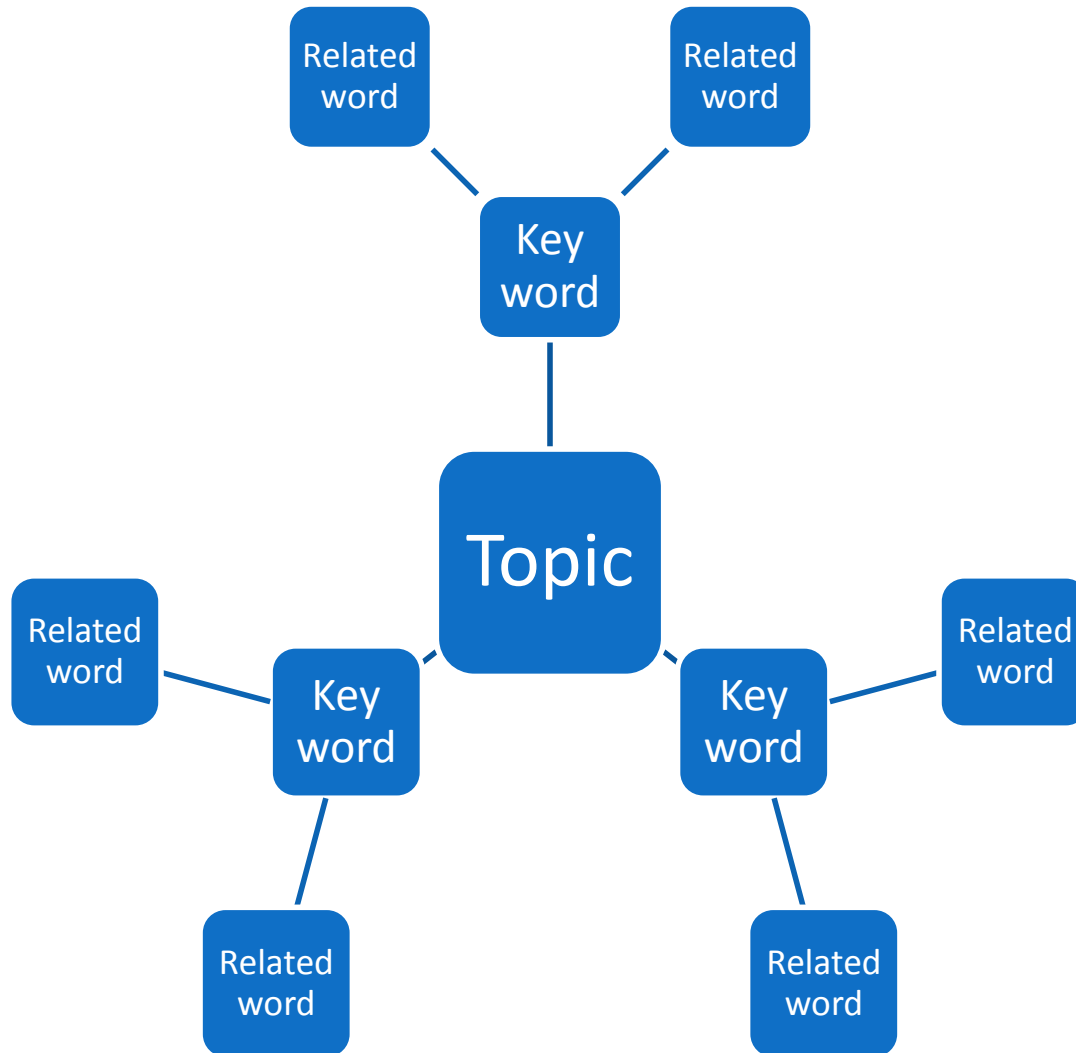
- Design vocabulary instruction that allows students to have a deep understanding of the words.
- Select words that will help lead to a student's understanding of the content.

# Vocabulary Strategy

## #1 Semantic Mapping



# Word Relationships



# Word Connections

## Word

Text meaning and  
examples



## Word

Personal connection and  
examples

## Word

Text meaning and  
examples



## Word

Personal connection and  
examples

## Word

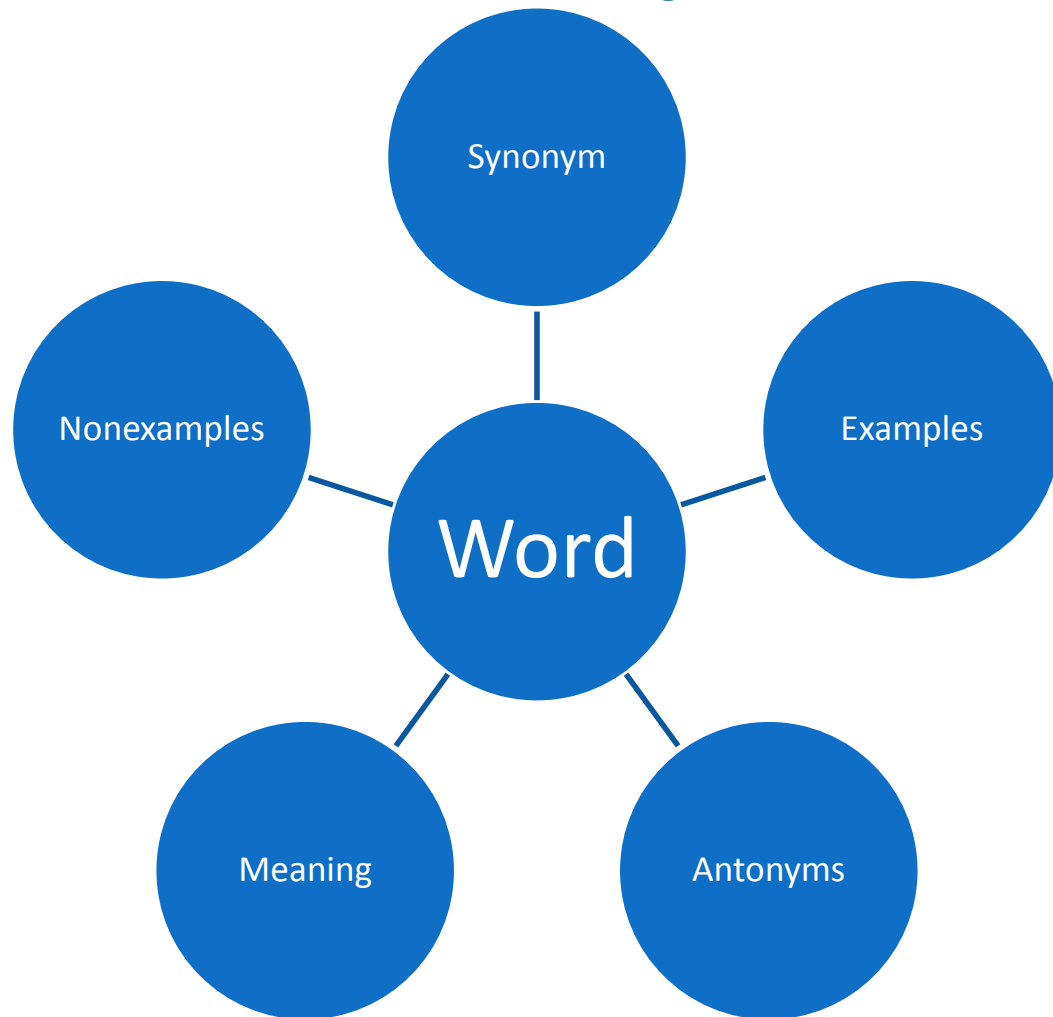
Text meaning and  
examples



## Word

Personal connection and  
examples

# Synonyms, Antonyms, Examples, and Nonexamples



# Integrating New Literacies

Students can create their own semantic maps using various technology tools.

---

The logo for bubbl.us, featuring the word "bubbl" in blue and ".us" in red, all in a rounded, bubbly font.The logo for Mindomo, featuring a red square icon with a white mind map symbol and the word "Mindomo" in white text on a black background.The logo for popplet, featuring the word "popplet" in a blue, rounded, bubbly font.

# Vocabulary Strategy

## #2 Vocabulary Self-Collection Strategy



**Figure 2.1** Vocabulary Self-Collection Strategy Chart

Name: _____		Date: _____
Topic: _____		Pages: _____
WORD	REASON FOR SELECTION	DEFINITION

# Integrating New Literacies

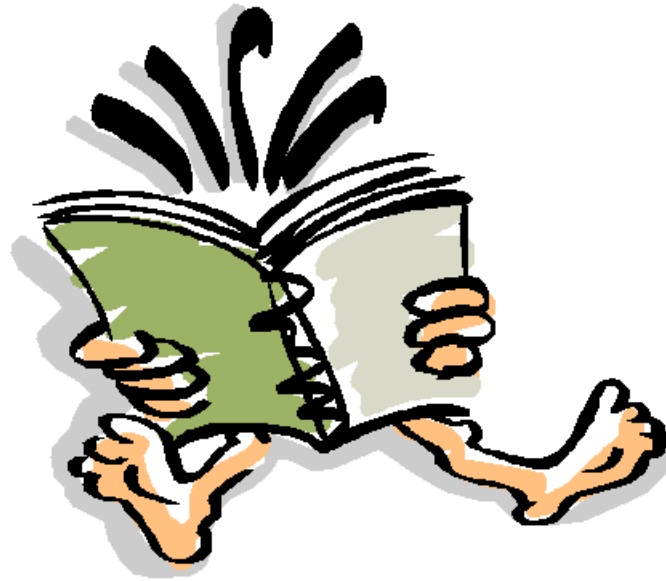
Students can assess various technology tools that allow them to gain information regarding the words they selected.

THINKMAP®  
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8,656,354,557 visitors served

# Reading Fluency



# A Framework for Teaching Reading Fluency

- Provide models of how fluent readers read.
- Design instruction to motivate and engage students in what they are reading.
- Provide opportunities for students to read independently in class.
- Monitor the progress of students.

# Comprehension





# What is Close Reading?

“Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings, etc.”

- Beth Burke

# What is Close Reading?

“Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.”

- Nancy Boyles

# A Framework for Teaching Close Reading

- Use content-rich text.
- Teach comprehension strategies for before, during, and after reading.
- Allow for discussions about the text.
- Teach how to self-monitor for understanding.

# Tips for Teaching Close Reading

## Scaffolding

- Teach students how to use reading strategies through guiding practice.

## Close Reading Instruction

- Model close reading before, during, and after reading.

## Self-Monitoring

- Allow time for students to ask questions about their reading and go back to the text for answers.

# Close Reading Strategy

## #1 Annotation

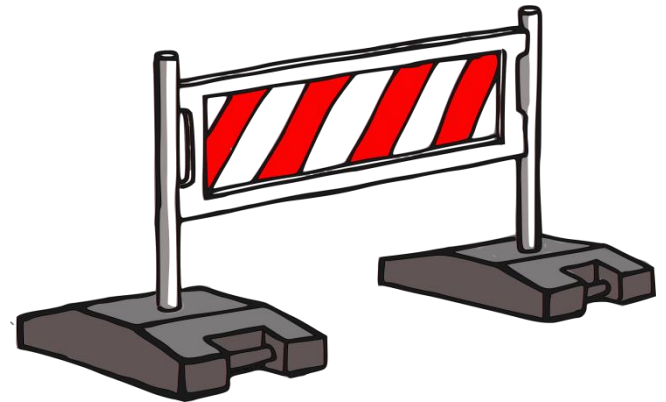
# Annotation

Students will transact with the text by making notes and asking questions directly on a piece of text.

# Barriers to Annotation

If students can not write on the text, sticky notes can be used for students to make their notes or write their questions.

The sticky notes can then be transferred onto a piece of paper to turn in to a teacher.



# Why Bother Annotating?

It helps readers...	It helps the teacher...
<ul style="list-style-type: none"><li>• engage with the text as their minds are tempted to wander.</li></ul>	<ul style="list-style-type: none"><li>• distinguish who is actually reading and who is “fake” reading.</li></ul>
<ul style="list-style-type: none"><li>• hold thinking so it can be referred to later.</li></ul>	<ul style="list-style-type: none"><li>• “see” what strategies readers are using to access meaning.</li></ul>
<ul style="list-style-type: none"><li>• recall thinking so they can share with an expert what they need.</li></ul>	<ul style="list-style-type: none"><li>• diagnose what learners need in order to better comprehend the text.</li></ul>
<ul style="list-style-type: none"><li>• remember what they thought was important at the time of the reading.</li></ul>	<ul style="list-style-type: none"><li>• assess what learners understand about the content and how they determine what is important.</li></ul>
<ul style="list-style-type: none"><li>• notice patterns, synthesize new thinking and ask questions to build more background knowledge.</li></ul>	<ul style="list-style-type: none"><li>• notice how the reader is using strategies to construct personal meaning.</li></ul>



# Getting Students to Annotate

## Model the Strategy

- Select a short text to use for demonstration.
  - The text should be slightly challenging but not too difficult.
- Create a list of guiding questions.

### Questions for Annotating Text

1. What is the author's main idea?
2. What evidence supports it?
3. How does the author use sources of information?
4. What is confusing about the text?

- Read through the text and show students how to mark the text in order to answer these questions.

# Getting Students to Annotate

## Practice with a Partner

- Select a different short text to use for practice.
- Have students work in partners to read through the text and annotate.
- Come back as a group and share annotations.

# Getting Students to Annotate

## Independent Practice

- Select a different short text to use for independent practice.
- Have students read through the text and annotate. This can and should be done multiple times.
- Have students write a summary of the information they learned from the text, using the guiding questions.

# Integrating New Literacies

The text could be posted in Google Docs and students could annotate the text collaboratively or independently.



# Close Reading Strategy

**#2 It Says... I Say... And So**

## It Says – I Say – And So...

**Reading Strategies:** Making Inferences, Making Connections, and Synthesizing.

Helps students by guiding them through the process of drawing inferences from the written text. Also, it provides an opportunity to synthesize the information with their prior knowledge.

Question	It Says...	I Say...	And So...
<b>Step 1...</b> Write the question (created or provided)	<b>Step 2...</b> Find information from the text that will help answer the question.	<b>Step 3...</b> Think about what you know about that information.	<b>Step 4...</b> Combine what the text says with what you know to come up with the answer.
<i>Example: Why did Goldilocks break Baby Bear's chair?</i>	<i>It says she sits in the baby chair but she is not a baby. She is a young girl.</i>	<i>Baby chairs aren't very big. They're for babies, but she is bigger, so she weights more.</i>	<i>So she is too heavy for it and it breaks.</i>
<i>Example: Six students share a pizza equally. The pizza has a diameter of 26 cm. What is the area of each slice?</i>	<i>It says that the pizza slices are equal and the diameter is 26 cm.</i>	<i>I know that the radius is half the size of the diameter. I also know a formula that will help with finding the area of a circle – then I will have to divide it by 6.</i>	<i>Area of a circle = <math>\pi r^2</math> <math>A = 3.14 (13)^2</math> <math>A = 3.14 (169)</math> <math>A = 530.66</math> <math>530.66 / 6 = 88.44 \text{ cm}^2</math></i>

# Writing



# Complex Nature of Academic Writing

- Business leaders state that writing has become a critical skill in the workplace.
- In order to produce this type of writing, students have to:
  - research a topic
  - organize ideas
  - provide supporting evidence
  - explain other points of view beside their own



# A Framework for Teaching Informational Writing Skills

- Requires a deep understanding of a topic.
- Critical thinking skills are utilized.
  - analysis
  - reasoning
  - argumentation
  - evaluation

# A Framework for Teaching Informational Writing Skills

- Explicit instructional strategies for writing.
- Analysis of multiple texts from various genres and formats.

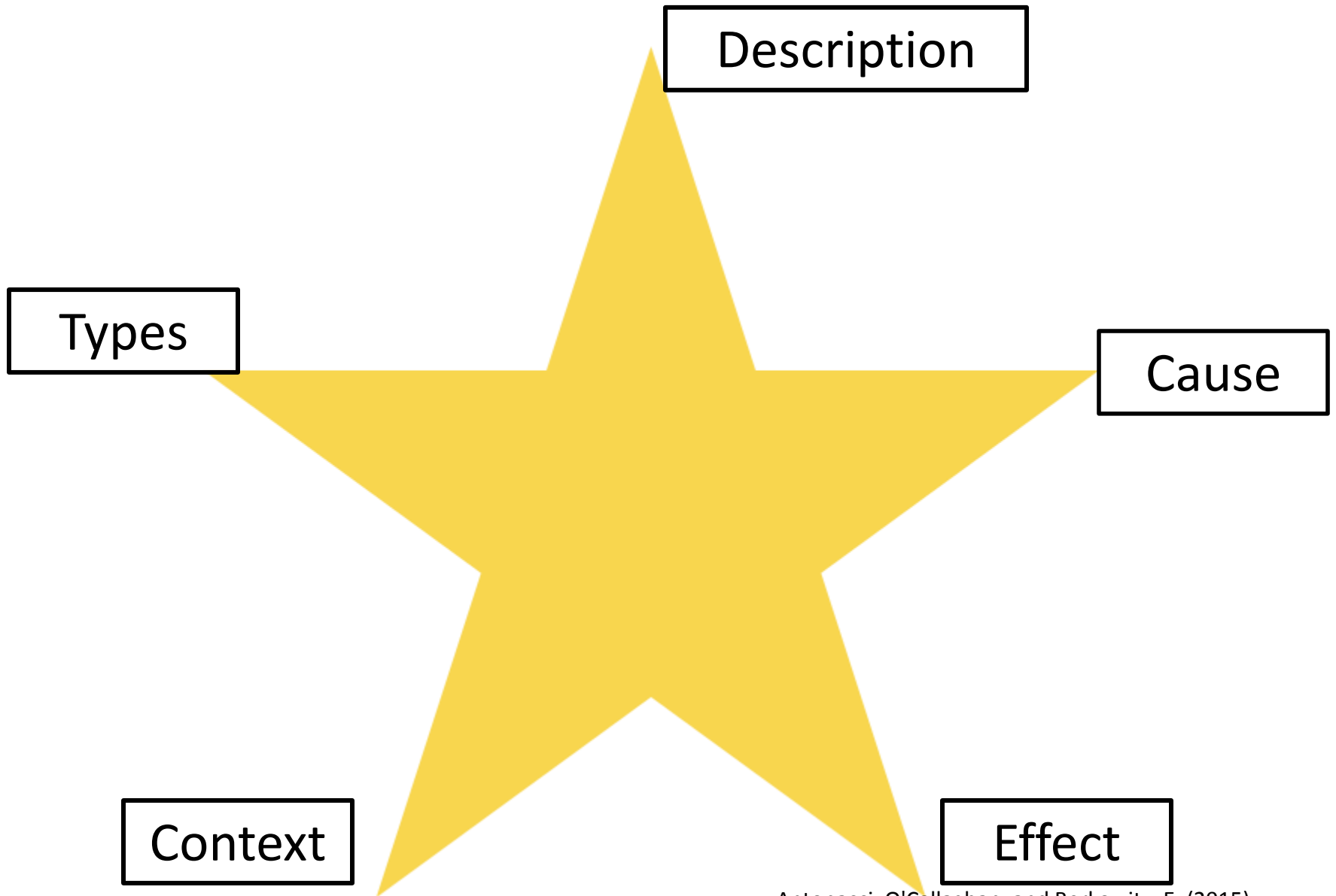
# Writing Informational Text Strategy

## #1 Concept Star

# Concept Star

- Provide students with various types of texts to read about a particular topic such as:
  - Textbook chapters
  - Magazine articles
  - Internet websites
  - YouTube videos
  - Photographs
  - Excerpts from books
- Have students work with a partner and as they read the material, jot down notes about the topic or concept.

# Concept Star

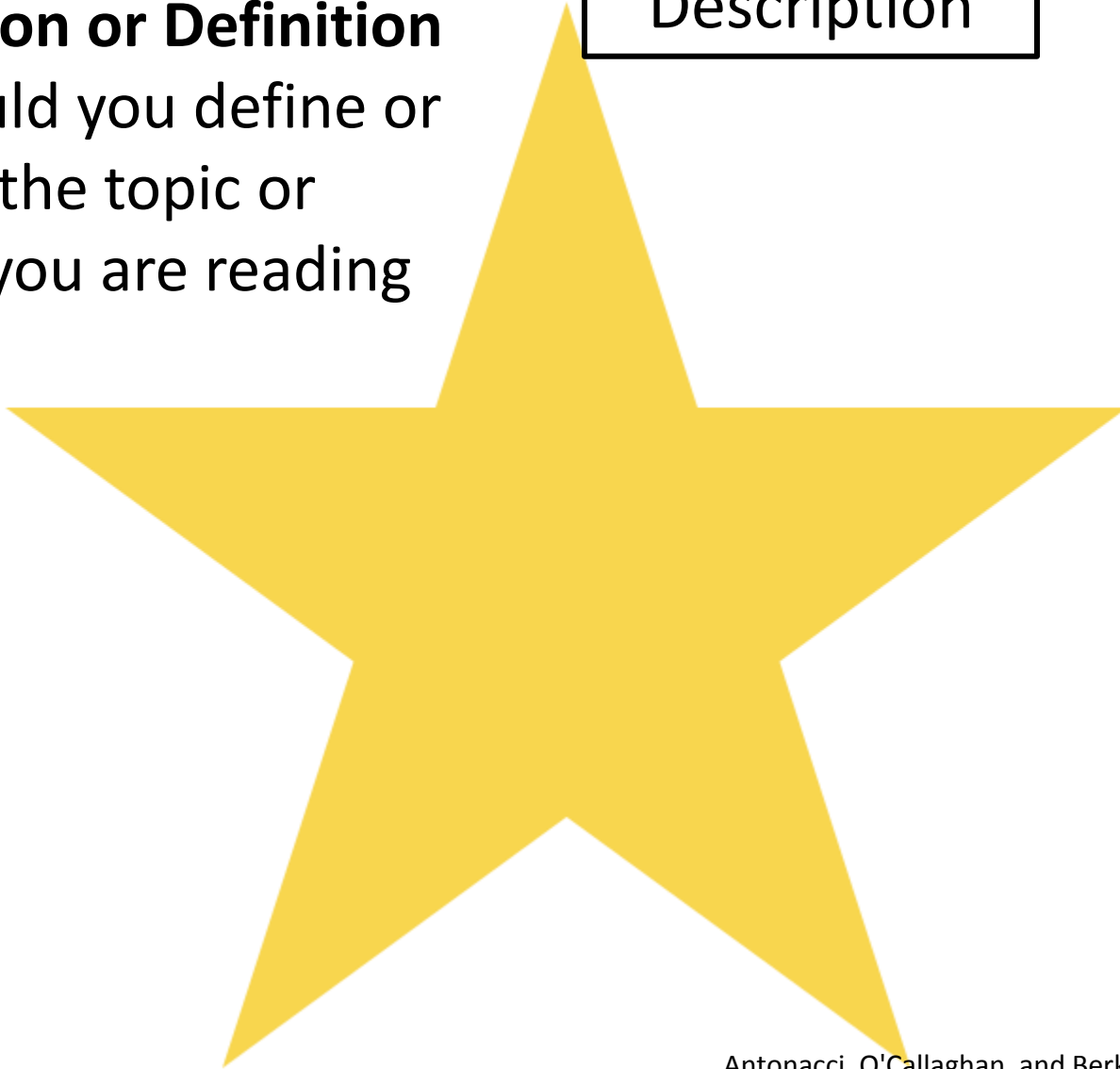


# Concept Star

## **Description or Definition**

How would you define or describe the topic or concept you are reading about?

Description



# Concept Star

## Causes or Problem

What are some of the causes for the current problem or situation you are reading about?

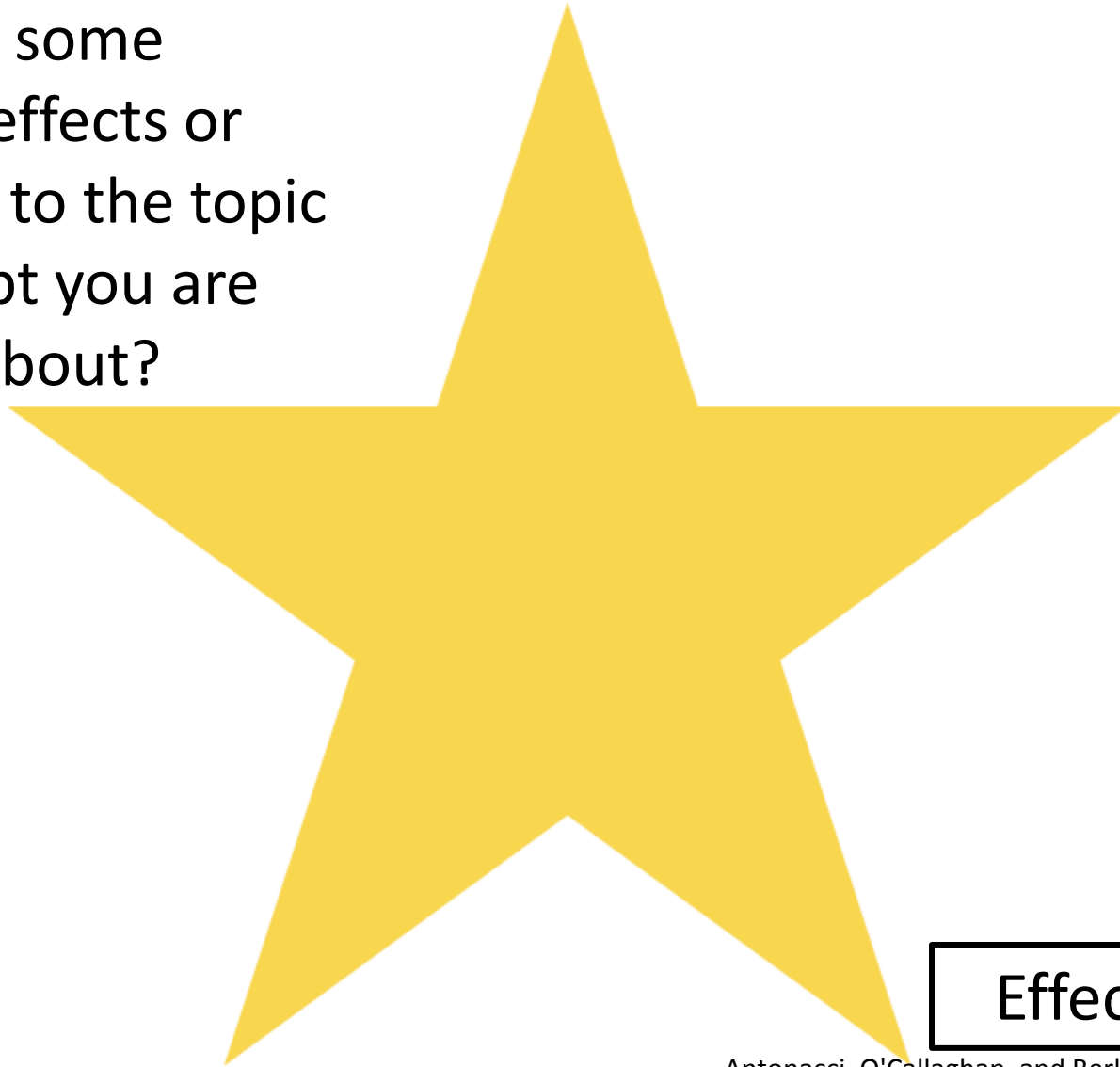


Cause

# Concept Star

## Effects or Solutions

What are some possible effects or solutions to the topic or concept you are reading about?



Effect



# Concept Star

## Context

What is the context of the problem or topic?

- Political
- Global
- Geographical
- Cultural



Context

# Concept Star

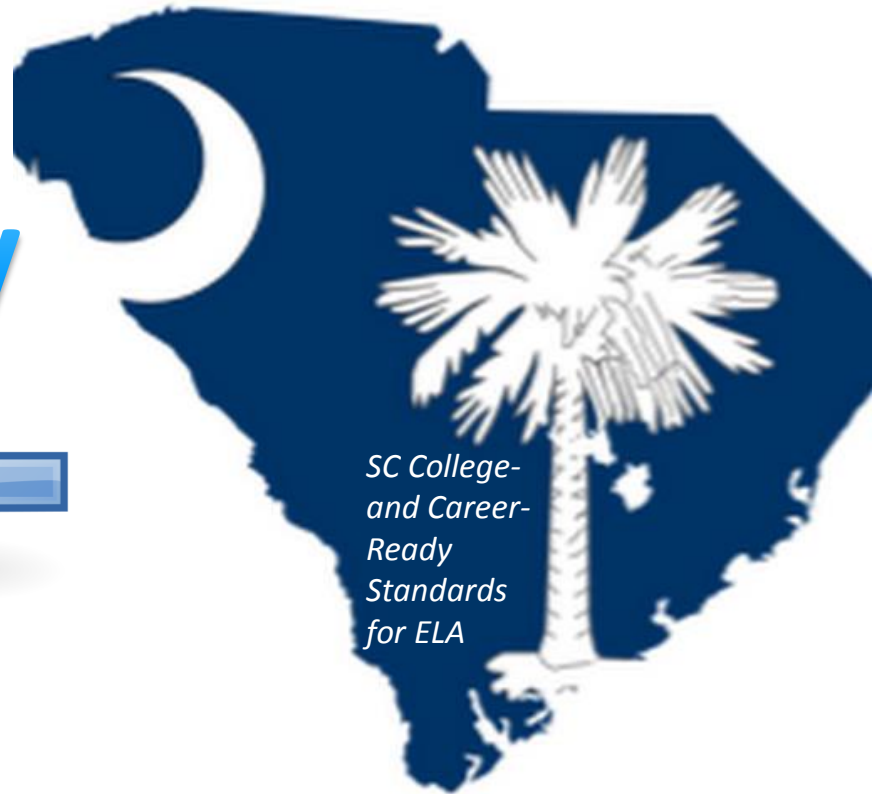
## Types

What are some examples from your readings on how solutions or applications are being implemented?

Types

# Making the Connection

Interdisciplinary  
Literacy



*SC College-  
and Career-  
Ready  
Standards  
for ELA*

# Vocabulary

## **Reading- Informational Text**

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.

# Vocabulary

## Writing

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

k. use precise language and domain-specific vocabulary to inform or explain the topic

# Vocabulary

## **Communication**

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

# Comprehension

## **Reading- Informational Text**

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

# Comprehension

## **Reading- Informational Text**

Standard 10: Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.



# Comprehension

## **Inquiry**

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

# Comprehension

## **Inquiry**

Standard 4: Synthesize integrated information to share learning and/or take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

# Writing

## **Writing**

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

# Writing

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Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

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# Writing

## **Inquiry**

Standard 4: Synthesize integrated information to share learning and/or take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

# Wrapping it Up



- Content is *what* is taught while literacy instruction becomes the *how* it's taught.
- Keys to literacy development
  - Vocabulary
  - Comprehension
  - Writing

# Contact Information

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